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ABSTRACT

This issue begins with a conceptual introduction to economic specialization, exports and imports, and the importance of international trade. Four instructional units follow this introduction, beginning with a preschool and kindergarten unit called "Traders and Travelers," which involves young students in five activities that illustrate our international economy. In the first and second grade unit, students play the parachute toss game to illustrate cooperation and engage in five other activities designed to show the benefits of international economic specialization. "It's a Small World," the unit for third and fourth grade, asks students to use bartering, investigate the nature of money, and conduct a research project to help them understand why countries need each other. The last unit, called "Islands of Trade," offers fifth and sixth grade students five activities centered around student-built imaginary island nations with specialized economies. (JDH)

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International Marketplace

Elementary Economist

Donald A. Wells and Others

1985

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EMPLOYMENT

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Employment

by Dr. William D. Witter

Dr. Witter is Director of the Center for Economic Education and Associate Director of the National Center for World-of-Work Economic Education at North Texas State University in Denton, Texas.

WORK IN AMERICA

The most important economic asset most people have to offer the marketplace is their labor. The value placed on that labor is determined by the demand for goods and services it produces and by the supply of workers with comparable abilities. A business owner must believe that a worker will add value to a particular good or service, at least equal to the worker's cost in wages. Therefore, workers must have the skills necessary to contribute to the business firm's ability to produce its product. The owner of a computer service company will not hire an individual who does not have the skills or training necessary to repair computers, unless the owner decides that the cost of training will be recovered in the long run when the worker's skills will significantly add to the value of service performed.

It is mainly through work that people earn income. This income allows individuals to purchase those material goods and services that determine their standard of living — i.e. their ability to provide the necessities, comforts and luxuries of life. Work provides the individual with a great deal more than income. A person's occupation provides self esteem, social interactions, and personal satisfaction. It is important that children understand the role of work not only in providing income, but also in providing them with satisfaction or frustration. Therefore, in selecting occupations, individuals should take into consideration the satisfaction as well as the income they will receive.

WHY PEOPLE WORK

From an economic perspective, individuals have only two choices regarding how they spend their time: leisure or work. For many people, money provides the greatest incentive in the decision-making process. Therefore, anticipated wage rates move people from leisure to work. As wage rates increase (along with work load and responsibility), individuals begin to view leisure as a very desirable alternative. At some point, more work even at high wages is not valued as highly as leisure time. This theory explains why some workers will not work overtime even for time and one half or double time wages. The value each worker ascribes to monetary and other personal factors determines his/her willingness to enter the labor force.

LABOR FORCE

The labor force is defined as those individuals sixteen years of age or older who are employed or actively seeking employment. Therefore, individuals must be working or actively seeking work before they are counted as part of the labor force. Participation by certain groups in the labor force has changed over time. In comparison to twenty years ago, today there are more women in the labor force and more individuals holding part-time jobs. Some of the reasons for the change in labor force participation can be attributed to changing economic conditions, lifestyles, and values.

LABOR MARKETS

Economists have identified four major types of labor markets: primary, secondary, internal and external. The *primary* labor market is characterized by high pay, high prestige jobs. Workers in primary jobs enjoy good working conditions and a clear view of the appropriate path for success. *Secondary* labor markets are quite different. These jobs are characterized by low pay, low prestige positions which provide little if any incentive toward career advancement. Long term participation in secondary labor market jobs may create work habits that preclude movement into the preferred primary labor market. Lack of satisfaction leads to high turnover and poor retention skills. The subsequent poor work record is difficult to overcome. Young people should understand that many of their first experiences in the world of work will be within the secondary market. For many this is a transitional phase during which good work habits should be developed.

Internal labor markets exist within most businesses, whereas the *external* labor market is the entire labor force. The desire to promote internally rather than hire workers externally makes it more difficult to move into a company at certain levels. Most firms have entry level positions, primary or secondary in nature. It is usually necessary for a worker to begin at the entry level and proceed up the internal career ladder.

UNEMPLOYMENT

The individual who wants to work but cannot find employment does not have the income necessary to maintain or improve his lifestyle. Therefore, from the individual worker's perspective, unemployment is disastrous. From a national perspective, unemployment means that the output of the country is diminished. Therefore, there are fewer goods and services available for the rest of society to purchase to maintain or improve their lifestyles. It is important to realize that unused labor hours are lost forever. Unemployment may be caused by:

- workers changing jobs for personal (frictional) or economic reasons,

(continued on back page)

Earning More Than Money

by Carol Bloesser

Carol Bloesser is a Mentor teacher at Lincoln School in Clovis, California, where she has assisted in the development of primary curriculum materials for the Clovis DEEP Project. She won a second place award in the International Paper Company National Awards Program in 1982.

Employment

Although most young children are aware that dads and many moms leave home each day to go to work, many are vague as to the kind of work their parents do or the benefits they derive from work. Even young children should be taught that most people earn money as a result of their labor, and that they gain other rewards from work as well. Many people who work feel good about being skilled at their jobs and enjoy working cooperatively with others.

A field trip to a company to observe skilled workers involved in the production of products and services, can help young children experience some of the feelings of personal satisfaction and self-esteem that result from doing a job well.

Student Goals

1. Understand that labor is needed to produce a product.
2. Understand that most people's income is earned through work.
3. Realize that striving to do well in one's work increases one's self-esteem, personal satisfaction and pride.
4. Understand that workers must possess skills and work to improve them.

Teaching Activities

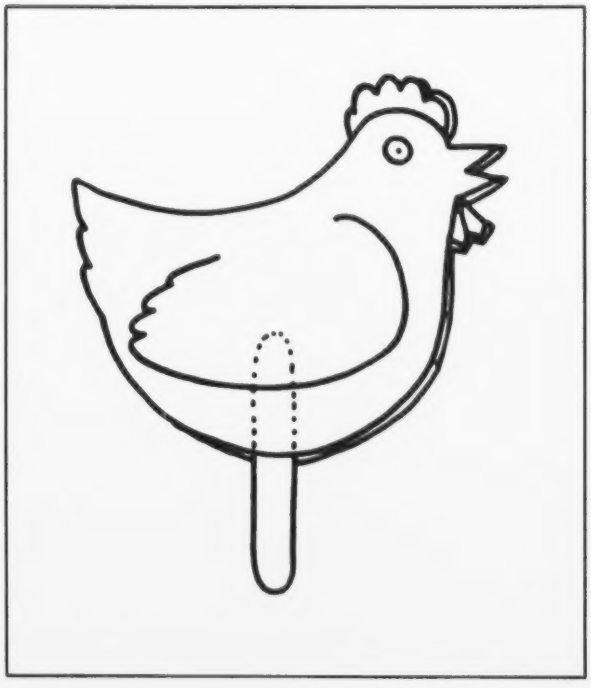
I. A Proud Worker
listening • puppet play • drama

Sharing the story *The Little Red Hen* will help teach children that money is not received for every job, but that personal satisfaction with a job well done can be part of any activity people do.

Begin your lesson with, "I have a favorite story that I would like you to hear. I want you to listen carefully so that you can tell me some of the work that Little Red Hen had to do. Then, tell me how you think she felt when her job was completed."

Discussion Questions:

- What were some things that Red Hen had to do in order to make the bread?
- How do you think she felt as she and her family sat down to eat the bread?
- Think about the animals that did not help. How do you think they felt as they watched her eat?
- Do you think those animals who didn't help, felt proud of themselves? Do you think they might help next time?



A stick puppet of Little Red Hen may be made by pasting a picture of Red Hen on either side of a tongue depressor. Have the children take turns pretending to be Little Red Hen by holding the stick puppet. Ask each child to explain one of the steps taken to produce the bread; and, how they think Red Hen felt about what she accomplished. (In response to this question, lead the children to use the words *proud, good inside* and *happy.*) Ask the children if they have ever made something or done a job at home that made them feel proud, or good inside.

PARENT CORNER: *Help young children develop future skills. Provide incentives for chores that are commensurate with their abilities, then see that they follow through in a dependable, cooperative manner.*

II. What Workers Do
discussion • social studies • dramatic play

A field trip to a bakery will teach children about some of the traits that are important for workers to possess. Show the children a picture of a bakery and talk about a store where you can buy baked goods, such as bread, rolls, and cookies. Ask the following questions:

- How many of you have been to a bakery?
- Why do people go to a bakery?
- Who do you think makes the cakes and cookies?
- How do you think the baker feels when he has made a delicious, beautifully decorated cake or some special cookies?
- What happens at the bakery if the baker decides to sleep late or not go to work? Do you know that most bakers go to work when we are sleeping?

Make arrangements to take the children to a bakery. Set up the rules for the trip and discuss what they might observe during their visit. Discuss some of the questions children might have at the end of the field trip, such as how the bakers work together, how they feel when customers like their baked goods, or when cakes look especially beautiful when done (birthday/wedding cakes).

Upon return to class, ask the children what they saw. Have them make drawings of the different bakery workers and their goods.

Divide the class into small groups of "pretend" bakery workers. Describe situations in which children can dramatize answers to questions, such as:

- How would the bakers feel if a cake burned?
- If someone ordered a cake to be picked up in the morning, and someone else ordered cookies for the afternoon, which should the bakers make first?
- If the bakers did not care how their cookies turned out, how would they look? Would people buy them? What if a baker overslept and was always tired at work?
- If bakers were trying very hard to do a good job and were just learning how to bake pies and cakes, would their boss help them learn? What new skills might bakers be able to learn on the job?

Lead children to see that in any job a worker must show *pride* in the services he/she performs or in the products he/she produces. Being a *dependable, caring* baker is just as important as knowing how to bake cakes and bread. The children should now be ready to think of themselves as workers who have jobs to perform in school.

III. Children as Workers
poetry • oral language • puzzles • art

This poem and the puzzle activity will help children see that workers, whether in industry or in school, should take pride in their work and strive to do their best.

Take pictures of each child as they go about their daily school activities. Show the pictures to the group and pass them around for all to see. Ask the children, "What jobs do you do in school? Is it important that you always do your job? How do you feel when you have done a job well?"

Read the following poem and discuss how two children feel because they do their jobs at school:

Good Workers

There was a little girl
Who tried her best each day.
She always did her work
Before she went to play.

There was a little boy
Who never liked to pout
He always had a friend
Because his smile came out.

Now the boy and girl
are leaders in their grade.
They always listened well
And always felt "well paid."

Ask the children, "What do you think "well paid" means?" (They felt good inside about their work.)

Have the children take turns dramatizing the jobs the boy and girl might be doing or how they do their jobs. Discuss the good feelings people have when they have tried to do their best. Have each child draw on a piece of heavy construction paper (or paste the drawing on heavy paper) a picture of him/herself doing a classroom job. Cut each picture into four to six pieces to make a puzzle. Put each puzzle in a different envelope with a snapshot of the artist on the outside. During a work period, the children can put together each other's puzzles and be reminded each time of the personal satisfaction they feel when they do a job well.

Helping Hands

by Jonnie Newcomer

Jonnie Newcomer is currently a reading specialist at Casey Elementary School in Rialto, California. She was formerly Rialto's "Teacher of the Year" and received the Norman Townsend-Zellner Award for Exemplary Teaching of Economics.

Employment

Very young students are not usually aware of the importance that employment plays in their lives. When asked about their parents' work, many are unable to answer.

Because employment greatly influences their families and their futures, it is valuable for students to gain an awareness of the world of work, its rewards and frustrations. The benefits of teaching the value of employment to primary students will be reaped by society in the future, but children will benefit immediately from the excitement that comes from participating in an active, "real-life" learning situation.

Student Goals

1. Realize the value of being an active part of the labor force.
2. Experience the value of work — its rewards, frustrations, and responsibilities.
3. Interact socially with others in a cooperative way.
4. Experience problem-solving situations.
5. Develop the ability to make wise choices.
6. Increase awareness of the real world.

Teaching Activities

I. Helping Hands

language arts • decision making

Decide with the help of the students which classroom monitors (helpers) are needed in your class. Next list the requirements, or job descriptions for each position. For example, lunch count monitor must have good attendance, accuracy, and the ability to count the number of students in the classroom. Plant monitor must be responsible, loving, but not too generous with the watering can.

Now instruct students to fill out application forms for the positions. They must include full name, full address including zip code, full birthdate including year, phone number, job they are seeking, previous experience, three references, a statement of their attendance record, and the date.

Keep applications for each position filed by date. The teacher should select a student for each job using a variety of criteria (ability, needs the experience, etc.). A simple class list provides all the necessary record keeping. Simply jot down the initials of the position after the child's name and the date. This checksheet can later serve as the payroll for the class.

II. Employment Department

language arts • decision making • math skills

On your bulletin board, tack up pages of real want-ads from the newspaper. Mount the classroom job descriptions on the ads. Then make two headings, one for "Employed Helping Hands" and one for "Unemployed." Post the child's name next to his/her job in the "Employed" category and put all other students in the "Unemployed" category. Now show the class how they can compute simple statistics on the employment rate for your class.

Example:

Total number of students in class = 26

Unemployed = 16 Employed = 10

Explain that if all 26 students were employed the employment rate would be 100%.

$\frac{16}{26}$ = .615 or 62% Unemployed

$\frac{10}{26}$ = .384 or 38% Employed

Ask the class which number is larger 62% or 38%.

PARENT CORNER: *Bring your child to visit your work site. Together observe different workers, talk about their skills and responsibilities, and some of the advantages or disadvantages to their jobs.*

Using the class list as a checksheet, explain that each week the "helping hands" will receive play money for their work. If some jobs have no applicants, offer more money as an incentive. Have students suggest new jobs that might be needed, which, when filled, would stimulate the employment rate.

When payday comes, offer new pencils, erasers, or crayons "for sale." Plan an auction when students may bring to class one item from home. Receive permission from parents to auction each item to the highest bidder. Students will quickly learn the techniques involved in bidding, and begin to understand that students are willing to bid (pay) more for those items they like best. They also will observe that those who are willing and able to work are rewarded with the opportunity to bid money to get what they want. As part of this activity, you may find it worthwhile to offer play money for good school work, homework, and proper behavior.

The class may enjoy guessing and making up want-ads for fictional characters. For example, Wanted: Young lady with red cape, must have own basket of goodies. Wanted: small green man with pot of gold. Must be able to locate end of rainbow.

III. Building a Community Creates Jobs
social studies • decision making • arts and crafts

Building a classroom town demonstrates the need for jobs in a community. Invite students to fill out a simple application for a building permit. When they have paid the $1.00 filing fee (from play money earned in class), they are allowed to bring their building from home. Suggest that most "buildings" be shoe box-size homes and that wallpaper and carpet scraps be used for decoration. Designate an area of the room where students can construct their buildings to form a town. Parents and students might wish to donate items for the classroom town.

As a town begins to form, student evaluation is essential to determine the town's needs. They will most likely suggest that they need a road. This is an excellent opportunity to discuss taxes and how some employees (including the teacher) are paid. A road-use tax could be established. Those students who bring in toy cars from home must pass a simple driver's test in order to receive a license (revokable at any time by the local authority — the teacher). When problems arise, evaluations will suggest the need for a police department and/or court system. This is a wonderful opportunity to discuss and explore city government.

IV. Business Permits
language arts • arts and crafts

As the needs of the town are discussed, invite students to apply for a business license. Children and their parents can be very creative. Suggestions for new businesses may be: home-made gas stations (real money makers!), a bakery with real cookies, a fruit stand with magazine picture fruit, a plant shop with yarn plants, a photography studio with hand-drawn portraits, a bike shop, a fix-it shop, a department store and a lumberyard. Children who enjoy construction may bring in prefabricated homes or stores and sell them to classmates who have less "building" resources at home.

Certain town jobs should be paid salaries by the government (the teacher), who collects fees from all residents and business owners. Appoint a banker to handle the books in a composition book.

Compare a chart of the classroom town's goods and services to those available in your real town. Students may realize the need to build a school, city hall, etc. Students may advertise store sales and use a dittoed want-ad form to hire new employees. Those students who do not have their own classroom home or business, may join forces with those who do to form families and companies.

V. Interviewing to Learn About Work
language arts skills • awareness

Ask parents and other community resource people to talk about their jobs with the class. Before visitors come to class, direct students to compile appropriate questions and use them as a worksheet during the interview. Visitors in all fields of work are encouraged to share with students the value of a good education.

INTERVIEW

MY NAME: _____

PERSON I INTERVIEWED: _____

THEIR JOB IS: _____

THEY PRODUCE: Goods _____ Service _____

DESCRIPTION OF WHAT THEY DO: _____

_____

EXPERIENCE OR SCHOOLING THEY NEEDED TO GET THE JOB: _____

_____

_____

THINGS THEY LIKE ABOUT THE JOB: _____

_____

_____

THINGS THEY DON'T LIKE ABOUT THE JOB: _____

_____

_____

WHY I THINK I WOULD OR WOULD NOT LIKE THIS JOB: _____

_____

_____

_____

Parents who cannot come to school may be interviewed in a homework assignment. Children may interview parents who work at home providing care for the family and the household; or, interview a neighbor or school worker.

Enrichment:
Field trips to a local hamburger stand or market that focus on employment are invaluable in providing real life experiences to students. Interviews and trips may be shared in a class newsletter.

Jobs Fill Society's Needs

by Julie Aiello

Julie Aiello is a third grade teacher at the John Swett Elementary School in Martinez, California. In June, 1985, she won the "Award for Preparation in Teaching Economics" from the Center for Economic Education at California State University, Hayward.

Employment

Children become consumers as soon as they are old enough to turn on the television set or open a magazine. For their sake, as well as for society's, it is important for children to learn how money is earned as well as how it is spent.

In talking with third graders, I realize that many have little knowledge of their parents' occupations or any other occupations. This lack of understanding creates a lack of appreciation for those working adults around them. Children are very interested in discovering what it is we adults are attempting to accomplish. In order to understand, children need to learn how society and employment are connected to each other, and how their personal lives relate to that connection.

Student Goals

1. Recognize that society has needs.
2. Understand that jobs are developed based on the needs of society.
3. Discover that many jobs are created by fulfilling a single need.
4. Discover how their parents fit into society's job market.

Teaching Activities

I. Discovering Society's Needs

social studies • language arts • creative thinking

Students must learn that society has needs. Begin the lesson by asking the students, "Why do most adults work?" Most children will explain that adults need money in order to buy things. Then explain that jobs have another purpose other than supplying people with money. Jobs help fulfill society's needs — jobs provide people with those products and services they want and need. (Review that *products are things people buy or sell*, as cars, groceries, typewriters; and that *services are types of work done for payment*, as lawn care, hairdressing, banking.)

Ask the children to name as many of society's needs as possible. Start them off by asking: Why do we have doctors? (We need care and medicine when sick.) Why do we have bricklayers? (To build us houses and buildings.) Why do we have people making toys or video tapes in factories? (We want to buy toys and video cassette tapes.)

Next list five to ten occupations on the board. Include a variety of types of jobs (executive, labor, technical, public service). Ask the students to figure out what it is that each person does that society wants, and write it on the board. Children should be able to conclude that jobs not only fulfill people's needs to earn money, they provide the products and services that society wants. For example:

Occupation	Society Wants Person To:
department store owner	provide products for the public
school crossing guard	take children across streets safely
TV camera operator	film TV programs

Now pass out a sheet of paper to each student. Ask them to think of three-five individuals within the school who hold a job that provides a service to the teachers and students. Write them down and list the service each provides. For example:

School Job	Provides What Service
janitor	cleans classrooms
teacher	educates students
school librarian	orders and organizes books

Review the students' lists. Conclude with the class that because the people in this town want these services to be provided for the children, people are hired to fill these jobs.

II. Find a Need and Fill It!

language arts • social studies

This activity will reinforce that jobs are created because of the many goods and services that people want. Ask each child to bring in a magazine from which they can cut out advertisements. Explain to the class that the things we see advertised in magazines and newspapers are those things that business owners think people will want to buy. Instruct the class to cut out three different ads and write down why they think people want to buy this item. To demonstrate, cut out an ad and explain, "I'm pasting this ad for insulated storm windows on my paper, and below I am going to write, 'people want these windows to keep their houses warm.'"

Pass out three pieces of colored drawing paper and three pieces of writing paper. Instruct the students to paste an ad at the top of each paper, then tape below a piece of writing paper on which students can explain why people want the product/service. For example:

PARENT CORNER: *Ask your child if he/she can name a toy, game or article of clothing that he/she no longer likes or enjoys. Explain how people's jobs might change because we (consumers) want different products or services.*

Ask each student to share one ad they chose and the reason they think people want the product or service. Have students put their papers and magazines aside.

III. Jobs Created by Society's Wants

critical thinking • discussion • social studies

As a follow-up to the previous activity, ask the class if they can figure out what jobs might be needed because of the product or service (in their ads) that people want. Give an example: Hold up a teddy bear. Ask the class, "What jobs might be created because people (especially children) want this teddy bear?" List their responses on the board, such as: people who make the fabric/stuffing; people who make the plastic eyes; people who buy the different materials; people who cut out and sew the bear; people who sell teddy to the stores; salespeople who sell teddy to us in the store; people who write store ads for teddy.

Now ask each child to look at their three ads again. Ask them, "Can you think of two jobs (more, if possible) that are needed because people want this product or service? If so, list them at the bottom of the lined paper. For example:

Children should see that jobs are created because of the many products and services that society wants. Explain that when their parents decide not to buy something, they are making a decision that affects the jobs that will be needed. Display the students' papers on a bulletin board with the heading: Jobs are Created by Society's Wants

IV. Children Create Jobs

organizational skills • group skills

As an enrichment activity, ask the class if they can think of something that the students and teachers don't have, that they might want. Explain to them that perhaps *they* can create a need for a new product, and start a business that will provide it to the school. An example might be to make and sell hot popcorn at lunchtime or make an arts/crafts product prior to a holiday. The class may decide how to use the money earned — donate to a charity/organization of their choice, or buy something for the classroom or school.

V. Parents and Their Jobs

critical thinking • social studies • language arts

Develop a questionnaire that will help students understand their parents' occupations and recognize the purpose of that occupation. Explain to the class that now that they've learned why society has certain jobs, it's time for them to learn more about their parents' jobs, and what need their jobs or occupations fulfill. Make a ditto of a questionnaire which is to be taken home. Parents answer the questions and students write the answers. (Explain the purpose of the questionnaire to parents.) Include the following questions:

> (1) Job Title. (2) Does your job help provide a service or product to society? What is it? (3) Why do you think people want your product or service? (4) Do other people work with you to provide this product or service? How many others? List two other jobs needed to produce this product/service. (5) Is it possible that society may not want/need this product or service in the future? If so, what other job would you consider?

The next day make a chart on the chalkboard which shows the results of the questionnaire.

Ask the class if they can name two kinds of toys that children today might like to have, such as, transformer toys, video cassette games. Explain that because they want these items, people are needed to produce them and the jobs are in demand. Years ago, hoola hoops and yo yos were "the rage," but people lost interest in them, so workers who made them had to find work making other products. When the American people buy less American-made cars, lots of people who make them lose their jobs. When parents lose jobs, changes in families occur regarding money that can be spent on necessities and "extras."

Encourage the class to think "into the future" and draw a picture of an imaginary house/toy/car/computer, etc. of the year 2025. Name their new product.

Skills for the Marketplace

by Mary Bolenbaugh

Mary Bolenbaugh teaches gifted students in grades 2-5 at Ithan Elementary School in Bryn Mawr, Pennsylvania. Mary has completed a Master's degree in Economic Education at the University of Delaware and is writing an original musical for children about economics and a collection of economics activities for gifted students.

Employment

Young people can gain an awareness of the value their skills and talents have in the marketplace. They may see that their classmates possess different skills and training. The child who has completed a Red Cross Babysitting Course possesses a skill significantly different from the twelve year old who can tote golf bags around the golf course with ease. They recognize that jobs differ and that the wages paid differ depending upon the demand for the job and the skill required. As fifth and sixth graders encounter their first work experiences — babysitting, mowing lawns, delivering papers, washing cars — they will experience the job marketplace in their own neighborhood.

In production of any kind different skills are needed. Some require education, on-the-job experience, or perhaps some inherited talent or trait. Even fifth and sixth graders can begin to analyze various career choices to help them develop the decision-making skills they will need in the future.

Student Goals

1. Realize that labor refers to the physical and mental traits of people available to produce goods and services and that labor is compensated through wages.
2. Analyze how skills, training, and talents are valued in the marketplace.
3. Recognize that the market supply for labor depends upon the price, or wage, being offered.
4. Recognize that many different kinds of skills are needed for the process of production.

Teaching Activities

I. A-Job Hunting We Will Go

career education • decision making

This activity involves students in writing their own resumés after identifying their education and training, and specific skills and abilities.

Review for the class the factors in the production process (land, labor, and capital) and point out that in many cases, wages constitute the greatest amount of money spent by businesses in any of the factor markets. Guide the class to see that there are many jobs which they are capable of performing. Brainstorm a "Job List" of services they might perform to earn money. Their list of jobs might include the following:

JOBS FOR KIDS

- BABYSITTING
- FEEDING PETS
- GIVING CHESS LESSONS
- FOLDING LAUNDRY
- WATERING LAWNS
- SWEEPING WALKS
- WASHING PETS
- PILING FIREWOOD
- PAINTING FENCES

- CADDYING AT THE GOLF COURSE
- TAKING OUT GARBAGE
- CLIPPING HEDGES
- PET SITTING
- POLISHING SILVER OR BRASS
- TENDING GARDENS

Guide the students to understand that employers hire workers based on their need for labor and on the skills, training, and talents of applicants for the job. Explain that much of this information is summarized on a resumé prepared by the applicant. It provides the employer with information about the potential employee, such as education, work experience, skills and talents, and achievements. Distribute sample resumés (available from colleagues, parents, career seminars, etc.) for the students to examine. With the class, devise a form for students to use to record pertinent information.

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EDUCATION AND TRAINING:

ACHIEVEMENTS:

TALENTS AND SKILLS:

EXPERIENCE:

PARENT CORNER: *If you're involved in a job search, review the classified ads with your child. Explain how your experience and training prepared you for your present job and how it could lead to new job opportunities.*

Assist students in summarizing information about themselves to include on the resumé under the appropriate headings. Suggestions include:

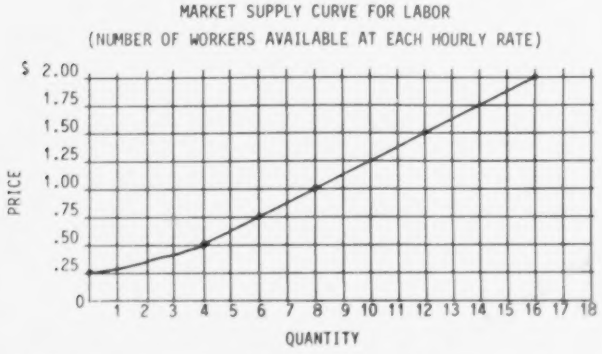
- completed 5th grade at Noll Elementary
- studied piano for 6 years at Conservatory
- served on school safety patrol for 2 years
- volunteered at local Animal Shelter for past year
- assisted parents in caring for 3 younger siblings

Final copies of resumés should be prepared. After examining the resumés, students can match skills possessed by their classmates with possible neighborhood job openings. Prepare a worksheet in the form of the "Help Wanted" section of the newspaper listing job opportunities. The teacher may play the role of the employer and use the following process to determine what the labor supply (the number of students) would be for a particular job.

1. Identify a job opening for which you are hiring (e.g. weeding the garden).
2. Ask which students wish to "apply" for the job.
3. Ask how many students are willing to work for two hours on Saturday morning for $.25/hour? $.50/hour? $.75/hour? $1.00/hour? etc.
4. Record responses on a table such as the following:

Price/Hour	*Quantity supplied*
$ .25	0
$ .50	4
$ .75	6
$1.00	8
$1.50	12
$2.00	16

5. Demonstrate how the information can be graphed to show the market supply for labor.



6. Elicit from students what criteria the employer should use in deciding who to hire and how much to pay (e.g. experience, references, age of employee, training, availability, work habits, etc.)

To extend language arts skills, conduct interviews with students, demonstrating successful interviewing techniques. Invite a career counselor or personnel director into the classroom to talk about job hiring. Arrange with the principal and the PTA to have parents and members of the community post neighborhood job openings on a "Help Wanted" bulletin board before summer vacation.

II. That's News To Us!

social studies • discussion skills • analysis

Students can understand that many different skills are needed for production, and that some jobs require more ability and training than others. The concepts of division of labor and specialization can be developed by examining the many people required to produce a television news broadcast. Prepare an illustration (or photo) for a worksheet (similar to the one below) that shows the various people employed in a TV newsroom.

Have the students identify each of the following: news anchor, camera operator, weather reporter, director, audio technician, make-up artist, janitor, sports reporter, etc.

Questions for Discussion:

- Which jobs require special abilities or talents? Training in a technical skill?
- Is there a facility/school nearby that trains individuals in these technical fields?
- What is the cost of such technical training as compared to a four year college education in terms of both time and money?
- Can we draw conclusions regarding the salaries of the director or news anchor, compared to those of the audio technician or camera operator?
- Are there cases in which individuals with less formal education, receive higher wages than those with more education? (Yes, for example a bus driver may receive higher wages than a social worker with a master's degree; or a professional athlete more than a professor.)
- Why does this occur? (When there is a need for a particular job and few people available to fill it, then it pays a high wage.)

Enrichment:

Produce a TV news broadcast in the classroom. Students can apply for various positions and be hired for jobs. Tie the activity to the previous one which involves students in resumé writing, applying, and interviewing for jobs. Videotape the news show. Review, edit, and tape again.

(continued from page 3)

- production changes due to weather, recreational activities, i.e., clothing, agriculture, (seasonal),
- general production slow downs due to business fluctuations and economic conditions, i.e., the Depression of the 1930s and the recession of 1975 (cyclical), and
- a lack of workers' skills to match the jobs available. (For example, a shortage of highly skilled technical writers who understand laser technology.)

Although any unwanted unemployment is bad, structural unemployment is the most severe. The structurally unemployed require training in skills which are in demand. This may be difficult, costly, and time consuming. Frequently, the worker must accept the reality that skills learned over a lifetime are no longer needed. This requires an understanding of the continuously changing demand for skills in the workplace. This condition is one which young people will experience throughout their working lives, even more than adults do today. Unfortunately, many workers find it difficult to separate their work from their personal identities. Individuals must realize that they must be willing to review the market and learn new skills throughout their working lifetime to assure themselves that they will always be in demand.

To assist workers who become unemployed the government provides compensation. This program provides some level of income to help individuals maintain themselves while searching for employment. The program only provides temporary assistance usually for up to twenty-six weeks. However, it does remove some of the extreme pressures which unemployment places on individuals and their families, i.e., reduced income, inability to pay bills, loss of self esteem, decreased social interaction and activity. Those workers who exhaust their unemployment benefits do not have any other options but to apply for assistance under some other government program, to continue to search for work or acquire new skills.

WORK AND THE YOUNG

Most young people will eventually enter the labor force. In fact, many will enter the labor force while still in school. It is important that young people understand the realities of work so that they are prepared before they hold a job. The American economy is changing rapidly. Therefore, the types of jobs needed are changing too. To be successful and employed requires that individuals accept and adapt to change. This fact becomes very clear by simply comparing want ads from five years ago to those of today.

Children can learn to be flexible and open to this changing world. They can understand that it will probably be necessary for them to learn and adapt throughout their working lifetime. They can understand that work provides more than income and that what they do for a living should be enjoyable and rewarding. If these lessons are learned early in life, children may be helped to meet a changing world successfully. Unfortunately, too many adults never learned these lessons. Perhaps we can alter that situation for the next adult population.

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